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ABSTRACT

This annotated reference list is organized for a quick review of citizen participation information sources. Resources and readings are intended to be a starting point for researchers, practitioners, and others who are looking for information about citizen participation. The document includes the following sections: (1) "General Links to Citizen Participation" (Resources; Readings); (2) "Service-Learning Specific Information on Citizen Participation"; and (3) "Related links to Citizen Participation and How To Obtain Them." More than 30 citations, including ERIC references, from the 1980s and 1990s are given. (BT)

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A "Links" Piece, Connecting Theory and Practice

Citizen Participation

By

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Introduction

The following document is organized for a quick review of Citizen Participation, and is not intended as an endorsement of the programs or organizations listed here. Resources and readings are intended to be a starting point for researchers, practitioners and others who are interested in beginning to look for information on Citizen Participation.

To get more information, look in the *resources* sections and to read about civic and citizen participation, look in the *readings* section

In general, the easiest and least expensive way to have access to the readings and documents is through your local library. Even if you are not near a university research library, most smaller libraries have interlibrary loan (ILL) agreements. *The original producer of a publication* might also be a source for copies. When possible, contact information is provided for these organizations. If the document is on the Internet the URL is listed.

Private commercial article reprint services also exist. The two major ones are: University Microfilms International (UMI) and UnCover (listed at the end of this document).

How this document is organized:

Section One: General Links to Citizen Participation
- Resources
- Readings

Section Two: Service-Learning Specific information on Citizen Participation

Section Three: Other information related to Citizen Participation

Section One: General Links to Citizen Participation

Resources:

A national resource list may be found on the WWW at
URL:**http://www.cdinet.com/millennium/Resource/citizen.html**

Center for a New Democracy
Ms. Donna Edwards, Executive Director
410 Seventh Street SE
Washington DC 20003
Phone: 202-543-0773; Fax: 202-543-2591

A non-profit that seeks to find new ways to advance citizens' political participation and representation in government. Recently launched a campaign to promote and support organizing efforts at the state and community levels whose goals are to break down the barriers to democratic representation and participation.

Close Up Foundation
http://www.closeup.org
Dawn Bova
44 Canal Center Plaza
Alexandria VA 22314
Phone: 800-336-5479; Fax 703-706-0000

The mission is to help citizens become responsible participants in the democratic process. The Foundation is committed to providing educational programs in government and citizenship for young people, teachers and other adults so that citizens of all ages might gain a practical understanding of how public policy affects their lives and how individual and collective efforts affect public policy.

Constitutional Rights Foundation
email: crfcitizen@aol.com
http://www.crf-usa.org/index3.html
Lisa Friedman
601 South Kingsley Drive
Los Angeles CA 90005
Phone: 213-487-5590; Fax: 213-386-0459

CRF is a national civic education organization founded 30 years ago. CRF's mission is to instill in young people a deeper understanding of citizenship through values expressed in the Constitution and its Bill of Rights, and through CRF's law-related education and civic participation programs for middle and high school students. Various programs including Active Citizenship Today (ACT) at senior and middle school level.

Civic Practices Network
http://www.cpn.org/index.html
Center for Human Resources
Heller School for Advanced Studies in Social Welfare
Brandeis University
60 Turner Street
Waltham, MA 02154
Phone: 617-736-4890; Fax: 617-736-4891

CPN is a collaborative and nonpartisan project dedicated to bringing practical tools for public problem solving into community and institutional settings across America. CPN's mission is to tell stories of civic innovation, share practical wisdom and exchange the most effective tools available. Affiliates provide case studies and CPN provides training manuals, "best practice" guides and evaluative tools. The online pages act as a broad public common resource for practical civic education, responsible community action and democratic policy making.

Education for Democracy Project
http://Civnet.org/partners/aft.htm
American Federation of Teachers (1987)
A Statement of Principles. Washington, DC: ERIC #ED 313 271.
Phone: 202-393-7484; Fax: 202-879-4502

Institute for the Study of Civic Values (at the Alliance for National Renewal)
http://www.ncl.org/anr/index.htm
Mr. Edward Schwartz
1218 Chestnut St., Rm. 702
Philadelphia, PA 19107
Phone: 215-238-1434; Fax: 215-238-0530; Email: edvicic@delphi.com

A nonprofit which initiates programs that help organize CDCs, civic associations and city-wide coalitions around the ideals of the American democratic tradition. The Institute uses telecommunication to inform people around the country about their efforts and to engage activists and educators in an ongoing dialogue over strengthening democracy in the years ahead.

Council of Chief State School Officers
http://www.ccsso.org
One Massachusetts Ave. NW Suite 700
Washington, DC 20001-1431
Phone: 202-408-5505; Fax: 202-408-8072

A nationwide, nonprofit comprised of the public officials who head the departments of elementary and secondary education and in some states, other aspects of education in the state. The Council has served as an independent voice on federal education policy since 1927 and has maintained a Washington, DC office since 1948.

Center for Democracy and Citizenship
http://www.cpn.org/sections/topics/youth/index.html
Harry C. Boyte, Sr. Fellow & Nan Skelton, Fellow
Humphrey Institute of Public Affairs
University of Minnesota, Twin Cities Campus
301 19th Ave. S
Minneapolis, MN 55455
Phone:612-625-5509 or 612-625-3003; Fax 612-625-3513

Center for Civic Education
e-mail: Center4civ@aol.com
http://www.primenet.com/~cce/
Non-profit, non-partisan educational corporation dedicated to fostering development of informed, responsible partners in civic life, by citizens committed to values & principles fundamental to American Constitutional democracy.
5146 Douglas Fir Rd
Calabasas, CA 91302-1407
Phone: 818-591-9321; Fax 818-591-9330

Webster's World of Cultural Democracy
http://www.wwed.org/
e-mail: icd@wwcd.org
Center on the Web for information and discussion about the world of cultural democracy. Contains Webster's World of: Cultural Policy, Cultural Action, Guide to the Cultural Landscape and Cultural Issues. Contain's explanatory information and descriptions as well as essays on cultural democracy.

Readings

Barber, Benjamin R. (1989). *Public Talk and Civic Action: Education for Participation in a Strong Democracy.* Serial article, in Social Education, v53 N6 p355-56, 370 Oct. 1989.
Redefines citizenship for a strong democracy. Notes that action oriented citizens have a wide range of tasks such as debate and deliberation on policy, and formulating agenda. Contends that in order to effectively participate in the public realm and to take public action, citizens must learn how to engage in political or public talk. ERIC #EJ398352.

Newmann, Fred M. (1989). *Reflective Civic Participation.* In Social Education v53 n6 pp357-360, 366 Oct. 1989.
Re-conceptualizes the definition of citizenship from the concept of persons acting in rational self interest to that of the citizen who acts in the interest of the public good. Argues that reflective citizen participation must be engendered through a new curricular framework. Delineates five areas that must be considered in this curricular framework. ERIC #EJ398353. Also from UnCover, and UMI InfoStore.

Boyte, Harry C. (1991). *Community Service and Civic Education.* Phi Delta Kappan p765-67 June 1991, 3 pages.
Community service, widely touted as the cure for youngsters' political apathy, says little about the art of participating in public life. The service language of "caring and community" provides no antidote for today's youthful cynicism about politics, because it fails to reveal the public world extending beyond personal lives and local communities. ERIC #EJ426976, or UnCover Or UMI InfoStore.

Oliner, Pearl (1983). *Putting "Community" into Citizenship Education: The Need for Prosociality.* Theory and Research in Social Education v11 n2 p65-81 Sum 1983
The focus of citizen education has traditionally been on the institution of government. Instead, citizenship education should emphasize the teaching of democratic behavior and values and the practice of prosociality. Prosocial behavior is defined as actions that are intended to aid another person without the actor's anticipation of external reward. ERIC #EJ 287460 & UMI, UnCover

Section two: Service-learning specific Links to Citizen Participation

Kirby, Kathleen (1989) *Community Service and Civic Education.* ERIC Clearinghouse for Social Studies/Social Science Education, Indiana university Social Studies Development Center. Monograph, 4 pages.
Community service and its voluntary contribution to the commonwealth, participation in the community. Every level in school can participate and learn social studies skills, data gathering, critical thinking and decision making. Teaches civic participation processes and skills including group interaction, leadership, cooperation and political influence. Characteristics of exemplary community service programs are cited, 5 nationally recognized school-based programs are given as examples of ongoing community service programs that teachers and curriculum specialists might study. A 13 item bibliography is included. ERIC #ED309135. or phone 800-266-3815 for source/ordering.

Hendrikson, Leslie (1985) *Community Study.* ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University Social Studies Development Center. ERIC digest which considers several approaches to community study within the social studies curriculum. One outlines skills and concepts, one argues that community studies provide valuable opportunities for students to become involved in public life to develop citizenship and participation skills, another considers reasons for low implementation of community studies programs and one describes specific strategies for integrating a community based social study component. Emphasis is placed on a 4 dimensional model of community study: using the community as a source of content; as a source of learning experience; as a dimension of community study and using the community to enhance skill development. ERIC #268065 or phone 800-266-3815 for source/ordering.

Eberly, Donald J. (Ed.) (1991). *National Youth Service: a Democratic Institution for the 21st Century.* Proceedings of a National Service Secretariat Conference (July 19- 21, 1991).
Proceedings from a conference to explore issues in moving toward a new institution for national youth service. Historical overview of youth participation, trends in the labor market, schooling, incarceration and social problems included. Defines national youth service as a manifestation of mutual responsibility between the nation and its young people and describes new roles and responsibilities for formal education, citizenship and the public and private sectors and volunteerism. A unanimous conclusion is that youth service is needed as a democratic, nationwide institution. References accompany each chapter. ERIC #ED337855

Brandhorst, Allan R. (1990). *Teaching Twenty-First Century Citizenship: Social Psychological Foundations.* Theory and Research in Social Education v18 n2 p157-68 Spr 1990.
Contends collective cooperative action in the public interest will be necessary to solve future social and environmental problems. Proposes that the social studies curriculum shift its value orientation from individualistic self-interest to a justice-based, global model. Advocates teaching citizenship that stresses self-restraint and investigates moral dilemmas pertinent to students' contemporary world. ERIC #EJ 420689 & UMI, UnCover

Clark, Todd (1990). *Participation in Democratic Citizenship Education.*
Social Studies v81 n5 p206-09 Sep-Oct 1990.
Argues that school service programs involving students in volunteer community effort should be included in democratic citizenship education. Suggests that encouraging cooperation through volunteer service combats corrosive and anti-democratic effects of excessive individualism. Lists six characteristics of effective programs, compiled by University of Minnesota researchers. Recommends four ways to incorporate service into the social studies curriculum. ERIC #EJ419175 & UMI, UnCover

National Education Goals Panel. *Assessing Citizenship. The Goal 3 Technical Planning Subgroup on Citizenship Report (*1992).
This report from the Goal 3 Technical Planning Subgroup focuses on three areas that have been identified as important to improving the citizenship education of students: community service, voter registration of 18 to 20 year-olds, and knowledge of citizenship. The aim of Goal 3 of the National Education Goals is that by the year 2000
American students will have competency in various subject disciplines so they will be prepared for responsible citizenship, further learning and productive employment. Within each of these three areas the report examines the available means by which assessment of student progress can be made. The recommendations made by the report include utilizing the National Assessment of Educational Progress (NAEP) to collect data in each of the three areas. ERIC #ED354180)

Parker, Walter C. (1989). *Participatory Citizenship: Civics in the Strong Sense.*
Social Education v53 n6 p353-54 Oct 1989
States that while school's purpose is to educate citizens for a democratic community, they have yet to implement a K-12 curriculum for civic participation. Contends that schools can promote citizen participation by (1) helping students acquire knowledge of history and politics, (2) conducting schools as communities, and (3) providing opportunities for student civic participation. ERIC #EJ 398351 & UMI, UnCover

Bragaw, Donald H. (1989).*In Training to Be a Citizen: The Elementary Student and the Public Interest.* Social Science Record v26 n2 p27-29 Fall 1989.
Encourages educators to use participation projects to develop active, socially concerned citizens. Views school as a place where students learn to negotiate problems and issues of society. Provides examples of projects where students and teachers plan integrated units using social studies as the basis for teaching. ERIC #EJ 407814, UMI and UnCover

Morse, Suzanne W. (1993). *The Practice of Citizenship: Learn by Doing*. Social Studies v84 n4 p164-67 Jul-Aug 1993
Contends that the best way to learn about citizenship is by discussing real societal issues that are connected to student interests. Maintains that a democratic classroom environment also provides an opportunity for practicing civic values. Provides four guidelines for establishing community service projects in the schools. ERIC #EJ 475040 & UMI, UnCover

Rutter, Robert and Newmann, Fred M. (1989). *Potential of Community Service to Enhance Civic Responsibility.* Social Education v53 n6 pp371-374 Oct. 1989.
Offers information useful to educators interested in implementing community service programs. Provides estimates of students participation in community service in US high schools describes the nature of the programs and students' experiences; and reports data which illustrate that the potential for influencing civic responsibility may not yet have been realized. ERIC #EJ398359, or UnCover or UMI InfoStore.

Seigel, Susan; Rockwood, Virginia (1993). *Democratic Education, Student Empowerment, and Community Service: Theory and Practice* in Equity and Excellence in Education v26 n2 p65-70 Sep 1993.
Outlines connections between community service experiences and preparing young people for participatory citizenship in a democratic society, identifying components of democratic education practices, distinguishing characteristics that promote democratic citizenship education, and describing several community service learning projects. ERIC -#EJ 476935 & UMI, UnCover

Wade, Rahima C. (1994). *Community Service-Learning: Commitment through Active Citizenship*. Social Studies and the Young Learner v6 n3 p1-4 Jan-Feb 1994.
Discusses the history of U.S. community service programs and asserts that the potential benefits for students include increased self-esteem, enhanced motivation and interest in school, improved academic achievement, and increased social responsibility. Includes a list of six curriculum resources and a bibliography. ERIC #EJ 487178 & UMI, UnCover

William T. Grant Foundation (1988) *Pathways to Success for America's Youth and Young Families. Citizenship through Service.* Youth and America's Future, Suite 301, 1001 Connecticut Avenue, NW, Washington, DC 20036-5541.
Excerpt from "The Forgotten Half: Pathways to Success for America's Youth and Young Families." Final report of the William T. Grant Foundation Commission on Work, Family, and Citizenship. Washington, D.C., November, 1988.
This report focuses on youth service as a vital component of education for citizenship. The following six major recommendations to encourage voluntary student and youth services are offered: (1) creation of quality student service opportunities as central to the fundamental educational program of every public school, including either elective credit or graduation requirement service, and age-appropriate curricula and instruction from kindergarten through twelfth grade; (2) state-level encouragement of local school

jurisdiction efforts to enlist the young in serving their communities, including the provision of sufficient financial and technical assistance to ensure high quality programs; (3) financial support from business, local foundations, city and state resources, and organizations whose constituents are served by youth, to ensure the availability to young people of the maturing effects of service to others and the use of diverse methods to achieve this goal; (4) unification of youth service organizations into a nationwide service federation; (5) support for federal financial assistance to launch youth service programs, with emphasis on meeting state and local needs; and (6) revitalization of existing national service programs and serious consideration of a National Youth Conservation Corps. ERIC # ED 325569

Bragaw, Donald H. (1989). *New York's Experiment: Participation in Government.* Social Education v53 n6 p364,366 Oct 1989.
Reports a New York State Education Department mandated government participation course. Course requirements were to examine public policy issues and to incorporate a participatory element. Describes four programs that were implemented by school districts: Effective Participation in Government Program; The Community Service Corps; National Issues Forums (NIF) in the Classroom; and Street Law, ERIC #EJ 398355 & UMI, UnCover

Gustafson, Marcia H.; Meagher, Laura Y. (1993). *America's Youngest Citizens: Close Up for Grades 1-8.* Social Studies v84 n5 p213-17 Sep-Oct 1993.
Describes programs of the Close Up Foundation for young students. Discusses group projects developed for the Civic Achievement Award Program that emphasize community service and cooperative learning. Concludes with a description of plans to develop Close Up programs for the elementary grades. ERIC #EJ 476705 & UMI, UnCover

Lipka, Richard P.; And Others (1985). *Community Service Projects: Citizenship in Action. Fastback 231.* Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402.
This booklet examines the theory and practice of projects that involve secondary students in community services. Through such involvement, young people will develop positive attitudes toward community participation that will persist throughout their adult lives. Community service projects represent an important and exciting way to bring democracy to life for young people and to demonstrate to them that they can solve problems and make vital contributions to improving the quality of life in their communities. The booklet begins by discussing the place of community service in the school program. The rationale and objectives of a school citizenship program and criteria for community service projects are discussed. Some existing community projects involving secondary students are then described. Practical matters involved in developing community service programs are discussed. These include identifying community needs, defining personnel roles, scheduling and time considerations, financial considerations, and project planning. The last two sections discuss evaluation of projects and the future with regard to community service education. The booklet concludes with a bibliography. ERIC #261968

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Section Three: Related links to Citizen Participation and how to obtain them

Videos

"Citizen Stories: Democracy and Responsibility in American Life," Close-Up Foundation, address listed in the general resources in Section 1 of this document.

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